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SPECIAL LIBRARIES

Official Journal of the Special Libraries Association

VOLUME 36

July-August 1945

NUMBER 4

The Museum Library
George C. Vaillant

The Junior Museum in the Metropolitan Museum of Art
Louise Condit

Library of Anthropology, Denver Art Museum
Marion L. Sheets

Peabody Museum Library
Melba Barnes

Wartime Activities at Bishop Museum, Honolulu
Margaret Titecomb

Special Libraries Association, Directions and Problems
Walter Hausdorfer

Published by
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CONTENTS FOR JULY-AUGUST 1945

The Museum Library	GEORGE C. VAILLANT	187
The Junior Museum in the Metropolitan Museum of Art	LOUISE CONDIT	190
Library of Anthropology, Denver Art Museum	MARIAN L. SHEETS	194
Peabody Museum Library	MELBA BARNES	197
Wartime Activities at Bishop Museum, Honolulu	MARGARET TITCOMB	198
Special Libraries Association, Directions and Problems	WALTER HAUSDORFER	204
Events and Publications		209
Activities of Chapters, Groups and Committees		211
Announcements		213

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THE MUSEUM LIBRARY

By GEORGE C. VAILLANT *

Director, University Museum, Philadelphia, Pennsylvania

THE museum in the United States physically functions as a show window for human knowledge. According to its sphere of interest, it displays such aspects of art, history or the sciences as can be presented by physical materials or schematic projection. Behind this zone of exhibition accessible to the public lie the reserve or storage collections, the curatorial staff, the preparators, the education service and, last but by no means least, the library. Without a library a museum would suffer a serious paralysis, affecting not only its collective memory, but also its motor activities.

A library, like a museum, is organic. It is capable of infinite variation in its uses, in its organization, and in its clientele. A museum library is not like a public library, with the latter's broad policy toward attracting readers and the curious. Users of a museum library have passed through several screens of specialized interests and emerge before the librarians a highly specialized group, with needs following the recondite as well as the obvious lines covered by the museum's fields of activity.

While there should always be scholarship among librarians, a museum librarian would be lost without a close acquaintance with the books in her charge. Well as one may know systems of classification—and this writer has neither the competence nor the temerity to discuss which of the various systems is the best—there is no system which gives qualitative notations. The librarian must know which books or articles will best suit a reader's purpose according to the latter's scale of technical competence, according as he or she be a

professor, a 'teen-age theme writer or an amateur collector. Moreover, in the museum field, which is no different from that of scholarship, definitive information lurks coyly in the technical journals and is not to be found often in general books or encyclopedias. To cap this harassing situation, there is the language problem, and although it is noble and fine for the brotherhood of man to have people of many nations pursuing the same fields of study, these dedicated men and women have not concentrated on a single language in which to couch their contributions. The poor librarian, in addition to knowing her materials, must be moderately polyglot!

COOPERATION NEEDED BETWEEN LIBRARIANS AND CURATORS

Museum libraries, loaded, as we have seen, with many cares which increase in direct proportion to the depths of their respective consciences, have one more major difficulty to beset them, their relations with curators. Some sage said, "You don't have to be crazy to work in a museum—but it helps!" That is perhaps an overstatement of specialized interests and their effect on human character, but there has been from time immemorial a kind of border warfare, with its attendant forays and skirmishes, between the librarians and the curators, based on what is effective library service.

A curator, pulled this way and that by the demands of his research, his museum housekeeping and the handling of the variegated queries which pass over his desk, wants quick and ready access to books, pamphlets and articles in his field, even to the point of concentrating this material in his office where he has them

* Died May 13, 1945.

at his finger tips. Some curators think that looking up citations and preparing bibliographies should be tasks devolving on the librarians. It is a natural human failing to try to get some one else to do his legwork. Likewise it is human to take one's own field of research as the center of the universe, but librarians are human too.

A museum library must serve the diversified interests of a whole staff, and although the number of readers may be small, they require much more time per capita than in generalized public libraries. The museum librarian is much more than an administrative custodian. He or she is an active collaborator in the museum's research, not unlike the skilled surgical assistants who pass to the operator the instruments he needs. The relationship is close and reciprocal between librarian and curator and each should be sympathetic to the over-all problems.

A museum library has important functions in relation to the public. A group defined by special interests rotating around the museum and its activities converges here. A skillful and acquainted librarian can perform a great public service in directing individual interests and in enabling visitors to obtain definitive answers to their questions. A discriminating librarian can save many hours of curatorial time by separating out those visitors who really need curatorial consultation from those who with a little guidance can reach their desired goal under their own steam. A fantastic but true example of good museum librarianship occurred at the American Museum of Natural History, when the staff collaborated in a puzzle contest and posted each day the solutions, thus saving hours of telephone time and the more wasteful indirect approaches. The library staff, however, maintained the museum tradition that it was a place where people could find answers.

The nature of a museum library, the size and type of its contents, is a matter

which rests on the uneven tripod of money, space and field. The museum librarian is called upon once more to exert judgment and discrimination, as to when potential use should be favored over bibliographical completeness. Obviously the requirements of the technical staff are of the highest importance, but few indeed are those favored libraries which can maintain fairly complete holdings in all fields. Scholarship can turn out to be a very costly pursuit when bibliographic rarities come upon the scene and a single item may blitz a year's appropriation.

There is much hope and comfort to be derived from the increase of mutual assistance in interlibrary borrowing, union catalogs, cheap processes of copying texts like microfilm and all those other aids to expanding facilities of study and research. However, while it is possible to borrow or use reproductions, it is better to err on the side of over-requisition of primary materials, than to curtail purchases for the sake of expending equal sums in all fields. It does not seem that a symmetrical development of holdings should cause any concern if an increase takes place in an active field of museum interest. The shifts in interest from period to period will in the long run tend towards equalization.

MUSEUM DIFFERS FROM PUBLIC LIBRARY

The tenor of this article is not to set up an arbitrary set of canons for the administration of museum libraries, for as I see it, there is nothing less arbitrary than a museum. A museum is a place where an individual can finger the texture of his universe. It is a place where knowledge is stored, but there is no compulsion as to how much or how little of the store may be carted away. A museum differs from a library in that much of its material is tangible; its resources are converted into intellectual interpretations by words. A museum is like a library in that the individual exercises an almost complete freedom of choice in his selec-

tion of material. Neither museum nor library harnesses the individual and drives him along specified paths as does formal education.

A museum library and a museum librarian should recognize the peculiar quality of their task. In addition to the ideals of the librarians training for direct library work, they have also to absorb the museum idea, which endeavors to provide the individual with materials to teach himself and to demonstrate the tangible factors which underlie ideals and their harlot sisters, slogans.

I should imagine that in a public library one could discern strong contemporary social conditions governing book withdrawals, even to the point of seeing in escape literature the pattern of the things the readers fear. In museums it is almost impossible to know what the visitors brought locked in their hearts to the exhibition halls or what they took away with them. Relatively few of these visitors penetrate to the library, where there would be more likelihood that those interests could be reached. Yet an abstract connection between the mass of those visitors and the museum library exists through the research and preparation staffs and through the docents and the public relations people. There may be a kind of revolt taking place in the minds of urban North Americans, a wish to see in three dimensions some of the intellectualizations of the printed page and the illustration. In a grosser form, this revolution may be seen in the huge audiences at a sporting contest; in a more refined sense, it may take the shape of a museum visit, a ruminative reverie on foot.

We talk of our present age as an age of steel. Would it not be as accurate to speak of it as an age of paper? Libraries accumulate it at a tremendous rate, and what about office buildings with their bil-

lions of cubic feet devoted to paper? Think of our economy which tends to put more and more men and women behind desks where they can handle paper for a living and of the American leisure when, with reading matter in the hand, one sits through the evening faintly palpitating to the radio's horrors. Yet no matter how hard we try economically, administratively and intellectually to live by paper on the brute labor of machines, the world is three-dimensional and life must be lived in three-dimensional terms.

The museum people live in a world of things and the spirit behind things, though their institution be for the Fine Arts, Science, History or Industry. The museum library makes the bridge between the phenomenon of thought and the phenomena of things, natural and artificial. Museum librarians have before them a complex, at times exasperating, but highly creative task, yet they are very close to the use of books and the results that emerge from their manipulation. Museum librarians see emerging, step by step, the development of a scientific theory, the recovery of a lost civilization, the awakening of awareness in a student, a solution of a problem to an artist, or the development of a way of life in an individual.

These last rhapsodical sentences seem far removed from an essay on the position of museum libraries. I am trying to make clear that there is an intimate quality in a museum library, found elsewhere perhaps only in a small town library. The museum library, however, covers a more specialized field, tied in with the investigation by man of his universe and the creation by man of a worthy way of life. No museum can rely alone on other collections of books. It must have its own bases for servicing its work and in charge of this library there must be a person of imagination and understanding.

THE JUNIOR MUSEUM IN THE METROPOLITAN MUSEUM OF ART

By LOUISE CONDIT

Supervisor, Junior Museum, Metropolitan Museum of Art, New York, N. Y.

LESS than forty years ago the Trustees of one of the most respected of American museums adopted a resolution to the effect that children under sixteen years of age were forbidden because their presence would not only raise dust, thus hastening the deterioration of the specimens, but their noise also would disturb the curators at their work. There is no evidence that this action alarmed or even surprised anyone. Fortunately, though, times have changed, and special activities for children have come to be an accepted part of the educational program in every enterprising museum. If problems of dust and curators still trouble, they are presumably resolved by more direct and positive measures.

The Metropolitan Museum of Art is no newcomer to this field, having for a long time served some 300,000 school children each year. However, with the opening of the Junior Museum in October 1941, there was for the first time a center for children's activities, with facilities designed especially for their comfort and convenience. Also for the first time it became possible to offer, for those coming individually as well as for groups, coordinated programs including special exhibitions, books, music, movies and demonstrations planned for boys and girls of elementary and junior high school age.

The space set aside for the Junior Museum comprises five large, sunny galleries on the first floor, galleries formerly occupied by plaster casts. These are conveniently located at the Park entrance, so that children may, if they wish, come directly into their own museum. A panel at the entrance identifies the Junior Museum and serves as a bulletin board, an-

nouncing the current exhibitions and services.

Double lines of children laden with coats, hats, books and lunches trekking solemnly through the building are no longer a common sight, for just inside the Junior Museum entrance is a capacious counter where everything from ski suits to roller skates may be stowed away. Just beyond, two sunny rooms with sturdy chairs and tables topped with colored linoleum, serve as a meeting place, resting place and lunchroom. A refreshment counter offers ice cream, chocolate milk and packaged cookies, popular alone or with the paper-bag lunches that come along from home. On the wall by each table a small lighted case displays museum objects selected for their appeal to the young. These cases together house an exhibition, but each by itself tells a story. At the moment the theme is *Fun and Fancy*, and at lunch the conversation nearly always centers for a time on "what's at our table."

Beyond the lunchrooms are two exhibition galleries. Here the Junior Museum presents changing shows planned and installed in cooperation with the curatorial departments of the Museum. Subjects that can be illustrated with museum objects are chosen for their interest to boys and girls, their value in supplementing school studies, and their relation to the program of the Museum as a whole. More than twenty such exhibitions have been presented since the opening of the Junior Museum. Titles such as *The Age of Exploration, China and Its People, The Christmas Story, A Picture Book Festival* and the current *Paul Revere*, give an indication of the type of subject presented.

Paul Revere is the first in a series of American History exhibitions which the Junior Museum plans as a contribution to the teaching of that subject, now receiving increased emphasis in schools.

From the exhibition rooms one enters a small auditorium equipped for the projection of slides and movies. Musical instruments, a piano and a phonograph with record-changer enable us to present simple music programs. Here, too, are held the quizzes which have become an integral part of our weekday programs for schools.

JUNIOR MUSEUM LIBRARY

In a large, light corner gallery, apart from the hubbub of talkies, music and lunch, is the Junior Museum Library, bearing a relationship to the Museum Library similar to that of the Children's Room to the Public Library. Our purpose was to establish an art reference library for children that would meet the needs not only of visiting school classes but of individual children as well. Books on art in general, on specific arts, crafts and techniques form the core of the Library, though we have found disappointingly few fine children's books in these categories. This section is supplemented by many of the simpler of our own Museum publications as well as by a few periodicals. By far the larger part of our Library comprises books that provide background for the Museum collections—the *Bible*, holidays, myths and legends, fairy tales, biography, history and geography. A large picture-book section meets the needs of our youngest visitors and bespeaks a Museum interest in book illustration as an art in its own right.

The problems that confronted our museum-trained staff in setting out to establish a children's library can well be imagined. At the very beginning we turned in humility, I might say in panic, to the library profession and from the very beginning its members have given us wonderful encouragement and help.

Elizabeth Limmer, Librarian at the Chapin School, working with us during the summer of 1943, established our very workable classification and catalog. We are especially indebted to Frances Clarke Sayers, Mary Gould Davis and Maria Cimino of the New York Public Library. They have always been more than generous with their knowledge and their time, advising us on book selection, policy, methods and particularly on special activities such as library exhibitions, story hours and book-week activities.

Adjoining the Library is a circular information desk where a member of the staff is always on hand, ready to help boys and girls, parents and teachers, to use the resources of the Museum to best advantage. Museum publications that are inexpensive, interesting and helpful to children are brought together and offered for sale at this desk. Colorprints, picture books, picture sets and post cards are most popular. The picture sets, prepared by the Junior Museum staff in direct response to the requests children make, sell for only five cents. Each set, or envelope, contains eighteen post-card size reproductions in black and white, each with a brief description. Popular titles are *Explorers and Their Backgrounds*, *The East and Its Treasurers*, *Life in a Medieval Castle* and *The American Revolution*. Children like to take them home as souvenirs and to school for reference in follow-up projects. Teachers use them as lantern slides in opaque projectors.

MUSEUM A PROGRAM AS WELL AS A PLACE

A description of the Junior Museum, however complete, cannot suffice to explain it, for it is a program as well as a place. Our purpose is "to introduce the children of New York to the collections of the Metropolitan Museum of Art" and that is a job of interpretation as well as of hospitality. In part that interpretation is accomplished through the special exhibitions, books, publications and supplementary activities within the Junior Museum.

In this the Junior Museum Library has an important role. Special exhibitions dramatize its relationship to the Museum and incidentally provide a justification, if one is needed, for including a children's library in the Junior Museum. The correlation which is possible in a great art museum between objects and books affords us a special opportunity to contribute to the understanding and enjoyment of each. Thus, during the recent Junior Museum exhibition on *India's Gods and Kings*, wall panels in the library illustrated the life of Rama. First was shown a large colored embroidery made in India in the eighteenth century, depicting the major events beginning with the banishment of Rama. To help children follow the story a chart was prepared, with a picture of each character as he appeared on the textile, together with his name and role. Fifteen little scenes from the embroidery were photographed and shown in sequence on the panels, over brief captions at children's eye level. This adaptation of the "cartoon series" technique proved immediately attractive. Our one fear, that children might be satisfied with the photographs, proved groundless, for they returned again and again to the textile, first to pick out the characters, then to follow the plot. At this point they were eager for the story in book form and it was, of course, ready at hand. On subsequent visits they returned to the book and branched out, too, to others on the shelves strategically set aside on India.

An earlier exhibition, for Book Week, although different in purpose, was equally related. Entitled *What Is a Book?*, the exhibition drew on the Museum collections to show what "a book" has been to different peoples at different times. An Assyrian clay tablet, an Egyptian Book of the Dead, an Aztec Codex, a medieval manuscript, as well as the hornbooks and primers of America's earlier days were interesting in themselves, and at the same time contributed to the appreciation of the new books selected for honors during that week. Such exhibitions have proved

worthwhile in stimulating interest both in the Library and in the particular subjects presented.

Day after day, however, the basic function of the Junior Library in interpretation is demonstrated by a constant attendance which is not dependent upon any special attraction. Weekdays most of our young visitors are members of school classes who have come to the Museum for programs that supplement the school curriculum. Egypt, ancient Greece and Rome, European backgrounds of American children, early America, China, or the Near East may have been their choice for the day. When they come to the Library it is to find books that will tell them more about the objects they have seen or to look for answers to specific questions that have been raised. Because the subjects for which they come are determined by the Museum collections and remain substantially the same from year to year, books have been shelved as they relate to the collections. A rather detailed catalog helps us to cope with all the questions. If our resources prove inadequate, as they do upon occasion, the boy or girl may apply to the Museum Library where he is likely to ask for and get more special attention than the preceding ten adults. Week-ends the attendance is composed almost entirely of individual children who want to read for fun or to look up something for school. Sunday afternoons many family groups stop to browse. According to returns from a recent questionnaire fourteen per cent of all visitors to the Junior Museum made use of the Library.

However, as a program, the Junior Museum is by no means confined to its own quarters. It has been called a springboard to the museum collections and the designation is apt. This means introducing children at first hand to the collections in the main galleries. In museum parlance this introduction, made by a member of the staff, is called guidance and it is without question the most direct means by which we work toward our objective.

Lest the word guidance suggest the commercial guide with his parrot-like patter, I should perhaps explain what we mean by the term. Of crucial importance in this, as in any other job of interpretation, is the interpreter herself. She needs first to have a sympathetic understanding of children, besides being a specialist in her own field. Her methods will vary with different groups but will always spring from the collections. Informality is the rule, with freedom to question or comment preserved at all times. In general she begins with what is already familiar about the subject and with this as a basis leads children to live in imagination the times they are studying. The evidence of one's own eyes is so convincing that even "slow" children readily understand and accept new ideas presented in this way. The child who has read *Johnny Tremain* needs no introduction to the silversmith's shop in *Paul Revere*. With that as a start he *becomes* Paul Revere for the space of his visit. Because children like to be active about the things that interest them, guidance that combines looking, thinking and doing is usually most successful.

Programs that supplement guidance are offered on a score of subjects, but one example will serve. Children who come for a "related program" on Paul Revere begin with an hour's guidance in the exhibition with a member of the staff, followed by a movie on *The Eve of the Revolution*. Recordings of ballads of the American Revolution are then played and discussed, and, with the help of words projected on the screen, the children sing one or two of the more familiar ones. An eighteenth century fife and drum from the Museum collections and a slide of *The Spirit of '76* add reality to the experience. At this point lunch brings the morning program to a close. After lunch there is a half hour in the Junior Museum Library where several shelves of books on the period are available. The program ends with a treasure

hunt or quiz, whichever the class chooses. The treasure hunt is a game played in the exhibition with a mimeographed sheet of clues, drawing board and pencil. The quiz is a game played in the auditorium with lantern slides of objects seen. Both serve to review what has been learned during the day but seem just good fun to the children. On the way out, most boys and girls stop at the Sales Desk to buy a post card of Paul Revere silver, an engraving of his house in Boston, a picture set on the American Revolution or the picture book which was published as a catalog of the exhibition.

Because of the magnitude of such an undertaking in a city the size of New York, with a child population of over a million, we can as a rule offer guidance and related programs only to groups. Week-ends and during vacations groups are made up of individual boys and girls who come for announced programs as well as members of scout troops, clubs and Sunday School classes whose leaders request special programs. During the school year most of the groups are classes coming by appointment from schools.

The collections of the Metropolitan Museum, covering 5,000 years of man's history expressed in art, comprise source materials unequalled in this hemisphere for the study of man in relation to his environment. It is not surprising, therefore, that teachers of history and social studies, should in increasing numbers turn to the Junior Museum for the help it can give in adding reality and vitality to their teaching. It is not surprising that children themselves should flock here both for answers to their questions and just "for fun". In three and one-half years we have learned some ways to help them, some techniques that are possible on the grand scale our population necessitates. We do not pretend to have accomplished our whole objective. In any case, we plan to keep experimenting to develop new patterns that will work.

LIBRARY OF ANTHROPOLOGY, DENVER ART MUSEUM

By MARIAN L. SHEETS

Librarian, Department of Indian Art, Denver Art Museum, Denver, Colorado

AS a fine research collection of literature on anthropology of North America, the Library of the Department of Indian Art of the Denver Art Museum has been in existence about ten years. As a working library of organized and cataloged material, it has merely entered an embryonic stage during the last few months, when a librarian was employed to study and execute plans for its greater usefulness.

For the most part the collection is owned by Mr. Frederic H. Douglas, Curator of the Department of Indian Art. He has assembled it with loving care and discriminating intelligence until it has become the most nearly complete collection of anthropological literature in the Rocky Mountain Region. Beginning as a library of the American Indian north of Mexico since historical time, its scope has been broadened gradually to include American anthropology in general and the native peoples of Mexico, Central and South America, the Pacific area and Africa. Under a Curator of Native Arts and with interest stimulated by the war, these last two fields have been much increased during the last two years, with particular stress upon Oceanic peoples.

Anthropology, being the science of man and his works, covers a field so vast that any library collection built in the modern conception of that science is almost a small general library. Inasmuch as anthropology deals with the relationship of man to man, man to nature and man to ethics, its study comprises history, sociology, psychology, agriculture, economics, government, arts and crafts, language, creative writing, religion and philosophy.

On the one hand are materials on cul-

tural anthropology—origins of the different cultures, the transmission, diffusion and changes of culture, culture traits and complexes. In our library special emphasis is laid upon ethnology, but such basic archeological works as are necessary to the study of living cultures are also included. Since the study of linguistics is a field of particular interest to the curator, he has added not only a wide variety of works on Indian and native languages but also many that relate to American-English, such as dialect dictionaries, stories and slang treatises.

Physical anthropology occupies an important place in the collection through its contribution to such subjects as the origin of man, racial similarities and differences, *anthropometry*, *craniology*. Psychology and even psychiatry, as they are concerned with behavior and personality, enter the realm of anthropology. Likewise sociology is significant as it treats of man and his material achievements both as an individual and in a social unit.

Religion is represented on our shelves by works on primitive religion, shamanism and numerous studies on ceremonials and mythology. Literature holds a place through legends and folklore, and a small section of fiction written about the American Indian and other native peoples. History also provides a source of much ethnological material in the findings of exploring expeditions, accounts of travel, biography and publications of state and county historical societies.

The science has its lighter side too. In addition to works of more serious and scientific approach, our shelves display a few popular and somewhat flippant books, which are nevertheless pertinent to mod-

ern anthropology, such as *Fashion is Spinach* and *Why is a Dress?* A small section, which our curator calls the "lunatic fringe of physical anthropology", consists of pamphlets on body care written in semi-scientific language. These are found through advertisements in present-day newspapers and represent the trend of thought and interest of our time.

ARRANGEMENT OF LIBRARY

Since its inception this Library has operated casually and almost exclusively for the benefit of staff members of the Department of Indian Art and for research students of anthropology who know the literature of the science intimately. The Library is housed, along with office and storage of exhibition specimens, in a labyrinth of eight small rooms and halls in the basement, fondly called "The Rathole", of a fine, early Denver residence which is now a part of the Denver Art Museum. Gallery space for this department is provided in a new municipal building some eight blocks away. Crowded as we are into circumscribed space, our most significant problem is shelving. Every bit of wall space in three of the rooms is used for Library material and shelves are also built in other rooms where space is available. While a system of arrangement of books and serials exists by geographical area covered or from which they are issued, organization according to standard library rules is restricted by location. Frequently, since shelves are not adjustable nor by any means uniform in height, the size of book or serial set is the determining factor in arrangement.

Plans have been drawn for a new Denver Art Museum building after the war, allotting excellent space to the Library of the Department of Indian Art. With the prospect of new quarters in view and because of unavoidable inadequacies in the present set-up, no attempt will be made to classify the collection until it is moved into the new building. When classification is undertaken later, it is probable that

the Library of Congress system, or an adaptation of it, will be used as simpler and closer in its distinctions in this subject than Dewey. Meanwhile our own temporary location code will be pencilled on catalog cards, indicating room, section and shelf. From there on one is aided by alphabetization by author, shelf labels, memory and persistence. Memory is extremely important, because of the necessity of constant shifting to make room for new material.

CATALOGING THE COLLECTION

Cataloging has been initiated, in that Library of Congress cards for about one-third of the collection have been ordered. These will be supplemented by our own cards for the considerable number of items not covered by Library of Congress.

In the matter of subject headings our primary aims are simplicity and adaptation of terms to users of the catalog. Specific subjects will be listed directly, rather than as secondary to such terms as "technology" and "material culture". The L. C. heading "Indians of North America" will be dropped. All material on North America, since it comprises the bulk of this Library's holdings, will be listed only under the secondary headings. Entries for other areas will be made under "South America," "Mexico," etc., plus the secondary headings. Cross reference cards will be used extensively, although it is evident that numerous occasions will arise when it will be necessary to enter a work under both the general and specific headings.

The science of anthropology has developed and advanced greatly during the last twenty-five years. Some terms have changed; many have been added. Study of recent literature and association with students of anthropology reveal that a few of the headings suggested by Library of Congress, which are also supported by the Bureau of American Ethnology's *Handbook of American Indians*, 1910, are no longer in common use by present-day anthropologists. For example, the name

"Blackfoot Indians" has supplanted the old term, Siksika. It is our hope to use, in so far as we are able to determine it, modern terminology that is established and accepted.

LIBRARY COLLECTION

Over half of the Library's holdings of approximately 10,000 volumes are serials. We are fortunate in possessing a number of complete periodical sets, to mention a few: the *American Anthropologist*, *Africa*, *American Antiquity*, *Antiquity*, *American Journal of Physical Anthropology*, *International Journal of American Linguistics*, *Journal of American Folklore*, *Natural History*, *Scientific Monthly*. This Library contains the publications in anthropology of scientific societies, historical societies, museums, university departments of anthropology, and other research institutions, for the most part in the western hemisphere with a few in Europe. Among these institutions are the American Museum of Natural History, Museum of the American Indian, New York State Museum, Carnegie Institution of Washington, Peabody Museum, American Ethnological Society, American Folklore Society, many state historical societies and regional folklore societies, National Museum of Canada, Royal Canadian Institute, International Congress of Americanists, Société des Américanistes de Paris, Royal Anthropological Institute, Columbia University, Yale University, Chicago University, the Universities of Pennsylvania, North Carolina, Texas, Oklahoma, New Mexico, Arizona, California, Washington and many others.

In the realm of government publications the Library contains practically all of those concerned with our subject, largely from the Bureau of American Ethnology, Office of Indian Affairs, Smithsonian Institution and U. S. National Museum. We have also some that have been issued by national parks and monuments.

Books in the collection include most of

the basic scientific works in anthropology, among which are a few rare volumes, such as *The North American Indian*, a set of twenty volumes and twenty portfolios, by Edward S. Curtis, *Early Western Travels*, edited by Thwaites, *The Cliff Dwellers . . .*, by Nordenskiöld, *History . . . of the Indian Tribes of the United States*, by Schoolcraft, *History of the Indian Tribes of North America . . .*, 1838 ed., by McKenny and Hall, *English-Cheyenne Dictionary*, by Petter, etc. On the whole, however, the aim of the Library has been to build a well-rounded collection of good, working editions rather than of rare items.

Books and supplies for the Library are purchased through the Douglas Book Fund, which Mr. Douglas set up when he entered the Army. In addition to special orders, publications are received from some 40 memberships and subscriptions of Mr. Douglas and through the Museum's exchange with 110 societies and institutions. As our contribution in an exchange relationship the Department of Indian Art offers three sets of publications: *Indian Leaflet Series*, which carries popular information in compact form and covers the main activities of the principal tribes in America north of Mexico; *Indian Design Series*, which is made up of plates of design elements from many types of Indian art; and *Material Culture Notes*, a processed series with drawings and plates, of which each number provides a technical description of a single specimen or a specific type of objects.

USEFULNESS OF COLLECTION

Inasmuch as this is wholly a research collection, material is circulated informally only to staff members and a few students. It is, however, available to the general public for use in the Library.

When organization is completed, it is our hope to provide for much greater usefulness of the collection. As time permits, analytics of periodicals will be made and a variety of bibliographies will be compiled. The field of anthropology of-

fers relatively few bibliographic sources and few indexes, so that it is fertile ground for a librarian with proclivities in those directions.

At first anthropology, and a library collection on that subject, may seem unrelated to our present wartime life. But such is not the case. The field has been most active in the last few years. The practical aspect of anthropology has been recognized through government use of data about native peoples, i. e., their cus-

toms, languages, provisions for food and shelter. It is said that the Navy changed its plans for location of a base in Africa when it was pointed out by specialists that too great difficulties with the natives would arise and too little food be available if it were established on the place chosen. Anthropology breaks down barriers of prejudice. It has exploded the Aryan myth. It offers sound basis for the belief that understanding among different races and peoples can be achieved.

PEABODY MUSEUM LIBRARY

By MELBA BARNES

Peabody Museum of Archaeology and Ethnology, Harvard University,
Cambridge, Massachusetts

THE Library of the Peabody Museum of American Archaeology and Ethnology of Harvard University is a specialized library, containing 50,000 books and pamphlets, all on anthropology. It is primarily for the use of the Museum staff and of the students and instructors of the Department of Anthropology, which holds its classes in the Museum. Books may be borrowed only by members of the University and of Radcliffe College, but any interested person may use them in the Library.

Before the war, 708 serials were received yearly, and also the anthropological numbers of 88 others, coming from 52 countries. The Library has always tried to obtain all anthropological serials, wherever published and in whatever language, and also all other general serials which regularly or frequently contain articles on anthropology or closely related subjects.

In addition to material published only in pamphlet form, the pamphlet collection contains reprints from publications in the Library, and also reprints of articles appearing in publications which are not in the Library. Though the pamphlet col-

lection duplicates, in more convenient form, some of the material available elsewhere in the Library, it also contains much that is not.

Since there is no index of anthropological literature, periodical articles are cataloged, an undertaking which we believe to be unique in libraries in this field. In publications which are devoted entirely to anthropology, all articles are indexed. In more general periodicals, only the articles on anthropology or closely related subjects are cataloged. The form used for analytics is standard, except for greater detail in collation. The kinds of illustrations accompanying an article are noted, since that information is often very important to a person using the catalog.

There are two catalogs: the author catalog containing 194,000 cards, and the subject catalog containing 202,500.

The classified subject catalog is the Library's special pride, and is the work of the late Dr. Roland B. Dixon, Professor of Anthropology, who was for many years Librarian of the Peabody Museum. It is arranged under geographical divisions and, in the case of American

Indians, linguistic stocks and tribes, with the following main subject headings:

Anthropology
Archaeology
Ethnography
Ethnology
Folklore
Linguistics
Psychology
Religion
Sociology
Somatology
Technology

The main subject headings have subdivisions, as for example: Archaeology.—Palaeolithic; Linguistics.—Origin and development; Technology.—Mummification. A person wishing information on witchcraft among the Navaho Indians would find it under: Athabascan.—Navaho.—Religion.—Witchcraft. Cross-references are used liberally to direct people to the proper headings.

The geographical divisions are not strictly geographical, for when political and cultural areas do not coincide, the culture area is used. Thus, articles dealing with the Mexican states of Chiapas and Yucatan are not put under Mexico, but under Central America, to which their culture belongs.

The classification of the books on the shelves follows this same system in the main. Wherever possible, they are put under place. When the contents of the book cover too large an area, the book

is cataloged under the general subject. Africa is divided into smaller areas, such as Africa.—Congo; Africa.—South, represented in the call number as: AFR. CONGO and AFR. SOUTH. Europe is divided both into smaller areas and, under them, by subject. This classification applies only to books. Serials have a numerical classification intended to arrange them by the countries in which they are published and, under the country, by city. Pamphlets are filed alphabetically by author.

In normal times the staff consists of the Librarian (always a member of the teaching staff of the Department), Assistant Librarian, two Catalogers, Secretary and part-time Stack Boy. From time to time a typist is hired to make secondary cards. Before the war, some of the students earned part of their tuition by working in the Library. A knowledge of the more usual foreign languages, such as French and German, is expected of the catalogers. Occasionally someone is hired for a time to work on material in the more difficult languages, such as Russian. About 7,000 items are cataloged each year, adding approximately 15,000 cards to the catalog.

The Library, of course, always welcomes visitors from other specialized libraries, and is glad to show them the catalog and whatever else may be of particular interest to them.

WARTIME ACTIVITIES AT BISHOP MUSEUM, HONOLULU

By MARGARET TITCOMB

Librarian, Bernice P. Bishop Museum, Honolulu, Hawaii

BETWEEN the buildings that make up Bishop Museum is a small court that has a modest air, being chiefly utilitarian, it is the service entrance for materials for the Museum. A roadway

runs through it, and dignified high iron gates from the old home of the founder, Charles R. Bishop, stand across the two entrances. Light and air reach the inner parts of the buildings from this space,

and the grassy plots share the area with some plants and stone objects of ethnological interest. The windows of the Library face the court from a second floor, and the changes that have taken place here are of keen interest to all who have watched the chrysalis. A photographer could now go into the area and take shots, show them to friends and say: "See! This is what a Pacific island coconut leaf shelter looks like. This is how they grate coconut. Here is a picture of how you can boil water in a length of bamboo. This is a shot of the underground oven, just ready to cover with leaves. That fuzzy spot is steam rising." And no one could guess that the pictures were not taken on an island in the south Pacific.

This change did not occur until many months after the beginning of the war. On December 8th, we felt that our first job was to take care of the Museum possessions, and then in the back of our minds were the questions, "What can I do in this war? Will the Museum close? Is there something else more vital to do?" The first few days were devoted to putting the most precious objects into what safes we had, shifting some others into what was considered the sturdiest building, segregating inflammable material, and photographing manuscripts so as to send copies to the mainland. Our Curator had slipped over into the Army, others joined the volunteer home guard and the women became members of one or the other volunteer emergency services. Visitors dropped off markedly, and we began to have that high and dry feeling. However, the Army and Navy started a search for helpful photographs of Pacific islands and Bishop Museum had many from Polynesia. It so happened that a scientist in the Malacology Department, Yoshio Kondo, had been sent to Micronesia in 1935-1936. Although his sole object had been the collection of shells, he was interviewed many times concerning all observable aspects of islands he had seen,

with the result that copies of his notes and photographs were added to the stockpile of information.

THE LIBRARY TAKES ON NEW LIFE

Besides pictures, other data were wanted by the military services, and the Library took on new life. The flow of men in uniform who came to find the answer to particular questions soon eliminated any thoughts the Librarian might have had about seeking a more useful job. Although Bishop Museum reports on ethnology are of Polynesia alone, its natural history studies are wider in scope, since students here require material concerning the whole Pacific basin.

As the Pacific war developed, lunch-table discussion often centered upon the plight of aviators downed over the ocean. It was a fantastic picture, that of men of high technical training, suddenly stripped of all their wondrous equipment, shifted in a few moments to the position of ancient man in the Pacific, but without his knowledge of the sea at sea level, the sea and the living creatures in and above it, the tricks of how to land on reef-fringed islands, the plants that satisfied the needs of islanders, and the people who lived on such islands, who would be his hosts until he could make new contact with his former world. After a few reports of lucky landings on islands, following long days of privation and suffering on the sea by such men of fortitude and intelligence as Dixon and Rickenbacker, Mr. Kenneth P. Emory, Enthologist on the Museum staff, decided to offer his knowledge of the ways of Pacific islanders to men of the air forces. Several extended periods of field study in the Tuamotu and Society Islands, as well as expeditions that touched other groups of islands in eastern Polynesia, together with years of study of the wider Pacific area, had given Mr. Emory a deep knowledge of island life. Facts drawn from this store could be learned quickly by aviators and other fighting men, he felt, and would make them competent to save themselves

when catastrophe overtook their crippled planes.

EXHIBITION OF WAYS OF LIFE ON PACIFIC ISLANDS

The outcome of Mr. Emory's offer was a series of interviews with two Navy officers detailed to write a little handbook to be issued by the Navy, entitled *Castaway's Baedekker*. The Navy was of course concerned for the welfare of its men, and constantly worked on the techniques of survival at sea. News of the interviews reached the ears of a reporter, and an article in a Honolulu newspaper followed. This article inspired the director, Mr. Edgar C. Schenck, and other members of the staff of the progressive Honolulu Academy of Arts, to suggest a combined Bishop-Museum-Honolulu Academy of Arts exhibition of Pacific island ways of living that would be useful for a castaway to know. This art museum is well situated for visitors, is a delightful place and its exhibits attract much attention. Bishop Museum birds, fish casts, shellfish and other objects soon found themselves taking an unwonted journey across town and into the two main exhibition rooms of the Academy. The entrance hall which opens into an outdoor court was also turned over to the purpose. Mr. Emory was put in charge of the exhibition, and had the Academy's skilled help and advice to add to his own in displaying the material.

Mr. Schenck suggested that gallery talks be given, and engagements were made by servicemen for "a group from my outfit". Soon the day's schedule was a series of talks with the early and late hours filled with errands to various gardens of generous citizens for material such as coconut leaves and coconuts, breadfruit, pandanus fruits and *hau* branches. The stock of coconuts, as well as all plants, had to be replenished both generously and often, because once a coconut is open in the presence of Uncle Sam's boys the coconut meat vanishes. Coconuts had to be gathered in the young

stage for drinking nuts, in the half young stage for the soft, gelatinous, easily digested flesh, in the mature stage for the tough, gratable meat that yields so much delicious cream, the "dairy" product of the South Seas, and in the sprouting stage when the meat is surprisingly metamorphosed into a fluffy, white mass of almost angel cake consistency. In this latter stage it is again easily digested, excellent food for a castaway weak from a reduced or vanished food supply. The well-groomed, grassy court of the Academy suffered from the tramp of G-I feet, as men gathered round the coconut demonstration, the *imu*, or underground oven, the food rack that lifts food away from crawling things, and the coconut leaf shelters. One shelter was half-made to show its rafters of strong coconut leaf stems, lashed securely with *hau* fiber. One was complete for use, with a thatching of plaited coconut leaves. Coconut leaves are material ready for the builder. Split them through the heavy midrib and each half-midrib still holds secure the long, pliant leaflets which can be turned to cross each other, under and over, to make a plaited surface. There is a trick of fastening them so that they do not slip back to normal position. The result is a pliant, generous-sized thatching material, available in the length you choose. A frame of coconut leaf butts thatched with this material, laid on as shingles, will endure for months. Two men can pick it up and carry it to a new site. Pigweed had a prominent place in the show for it is the mainstay of those marooned on islands in the dry belt, supplying juicy leaves that stave off thirst. The edible fronds of the large tree fern were present as one of the representatives from high islands. *Hau*, a relative of the ornamental hibiscus, grows on most Pacific islands, and was included because of the useful inner bark that takes the place of cordage.

The Navy loaned a life-raft, and it gave a cheerful, yellow center for a group of sea birds. There were boobies, those

oceanic birds that had crashed the headlines as "gulls", the elegant tropic bird, the frigate bird, an albatross poised above them. The smaller birds, the terns, shearwaters and petrels, occupied another space, with labels to tell how far from land they were likely to be encountered, all aides to the castaway navigator. A large outline map of the Pacific was sketched on one wall, with photographs of typical natives superimposed on each area, Papuans, Melanesian, Pygmies, Micronesians, Polynesians. A label told of their general nature, kindly and hospitable, eager to help a man in need. Another series of large photos showed types of islands, high and low, dry and wet atolls, strands and dense jungles with labels pointing out characteristics that might affect the opportunities of castaways. Casts of fish were shown, and a label stated that deep sea fish and estuary fish are safe to eat, but that some reef fish are occasionally poisonous, though seemingly perfectly healthy. "Ask the native, he knows", or at least he knows that it is the season for being wary, for taking a trial taste, waiting to note the effect. The shark label caused a sensation, as well as merriment. "Sharks are cowards . . . one way to get the best of a shark is to stare at it. . ." But the Polynesian *niuhi*, the man-eater, was noted as the shark that cannot be stared, poked, pushed or jabbed away. He is shark enemy number one. Other exhibits included shellfish, which are always good to eat, emergency fishing tackle, suggestions for tools. Hints were given on how to take care of small ills by the use of plants, advice on avoiding sunburn by the use of coconut-leaf eye shades, or relief from sunburn by use of coconut oil. The importance of footgear for reef fishing was stressed, and instructions outlined on sandal making. It surprised many to know that potable water could be found on dry atolls, and photographs of wells in the Tuamotus were displayed. The native ways of firemaking with two

sticks, and keeping fire with a coconut husk tinder were demonstrated. The advantages of native style cooking were enumerated — cleanliness, convenience, and, in wartime, hiding the fire.

Before many days it was evident that a text was necessary for the serviceman to take along with him. Few men had sufficient time for the studied observation required for remembrance of so many new facts and ideas. The war was still at a desperately fast tempo, and men were not in Hawaii long. It was difficult to find time to produce such a leaflet, but the composition of the labels upon which much care had been spent shortened the task, and *Native lore for castaways* was put into form quickly. The Academy generously mimeographed copies until the stencil wore out!

EXHIBIT MOVED TO BISHOP MUSEUM

This exhibition lasted during January 1943, and by the end of the month it was evident that such instruction as was being given supplied a real need of servicemen, especially the aviators who might have to make forced landing at sea. Eagerness for continuance was great, and the Trustees and Director of Bishop Museum decided to move the exhibition to Bishop Museum, and continue the work under Mr. Emory's supervision. A hall near the entrance was devoted to such exhibits as had been shown at the Academy, augmented by more specimens from exhibits and storerooms. In time, the court was furnished with the equipment mentioned above. Rows of bamboo seats on coconut stumps provide for about 50 men, and a thatched roof on this lecture hall makes it usable in spite of rain. The two hour instruction is divided between indoor and outdoor areas. Mr. Emory continued lectures to groups by appointment, the Director of the Museum sometimes giving part of the lecture. An Army photographer became interested and donated some of his time and skill in photographic work, adding many pictures useful in teaching. In June, a teacher from

the Kamehameha School, Mr. Loring G. Hudson, volunteered his time for the summer, and became Mr. Emory's assistant. This was a most helpful piece of luck. The lecture was now shared, one giving the talk in the exhibition hall, the other continuing in the court.

There was now a chance to snatch moments for compiling a handbook to take the place of the mimeographed one. Pictures and sketches were made and the text amplified. The Library was combed for data about the western Pacific, the less familiar Melanesian islands region, the jungles of New Guinea and the Solomons. What was there in those jungles that was edible for lost aviators, or men out on patrols cut off by sudden enemy action? Were fruit bats edible? Were poisonous snakes numerous? What was the character of mangrove vegetation? Those oysters that are said to grow on mangrove roots, are they good to eat? Books were searched and travelers questioned. Finally, the editor, Mrs. Eloise Christian, could take over. In September 1943, the booklet *South Sea Lore* was issued. In all, 65,000 copies have been printed, and the Army and Navy are now responsible for its issuance.

THE SURVIVAL TRAINING UNIT

Before December 1943 there were 7,500 men instructed by Emory and Hudson. On December 1, 1943, by order of Lt. General Robert C. Richardson, the Army and Navy incorporated this training into their own, as the Bishop Museum Survival Training Unit. By agreement between General Richardson and Admiral Chester W. Nimitz, instruction was to be made available to all branches of the armed forces. Emory and Hudson went into khaki as civilian employees of the Army, and with the aid of men assigned to them greatly expanded their teaching. Besides classes held at the Museum, a truck now could take instructors and properties for the class to outlying camps. Instead of 30 or 40 men, perhaps 200 or more were able to listen

at once. Sometimes classes were held on ships in Pearl Harbor. The small group proved to be the most effective, however, and much instruction continues to be for small groups. Men are trained in a course of several weeks to be instructors in their own groups, and go on with their units to areas nearer the front. Many trips have been taken by members of the teaching staff to the other islands of Hawaii where there are or have been concentrations of troops. By the end of 1944, over 100,000 men had received instruction directly from the Bishop Museum unit, and in addition about twice that number had been taught by instructors trained by the museum unit.

Much service has been given besides actual instruction. The "survival" staff has been consulted by many officers wishing to set up exhibits in their own areas, or on their own ships, or who have wished to issue pictorial or textual information. A great deal of research has gone on constantly as the war has shifted its theater. Toward the end of 1944, Mr. Emory went to the New Hebrides to set up training there, and enlarge the data on jungle plants. Mr. Hudson traveled through a more northerly set of islands, as far as Guam, with a similar purpose of acquainting himself with conditions, and being able to advise on forward training areas. Data on plants and animals of specific areas have been gathered for troops setting out from Hawaii. Beginning with the January 1943 exhibition, many writers and correspondents have interviewed Emory and Hudson for assistance with articles on this subject.

Ever willing to help as a source of information has been the Director, Dr. Peter H. Buck, who has lived and traveled widely in Polynesia, and whose resulting studies are well known. Other members of the staff have stood ready to assist, and have been consulted frequently in matters concerning botany, marine life and entomology. Scientists in other institutions have sometimes been called

upon and have responded willingly. The Library has been a well-used consultant at all times.

RESULTS OF TRAINING

What has been the result? One result, noticed early, was the changed attitude of the men. The very nature of the facts presented piques interest in almost every man. The lecturers do their job well. Attention is excellent, there are no dull faces, and indeed many a laugh rises to the Library windows. The Pacific was an unknown territory to most of the men at the beginning of the war. Unknown as well as known dangers must have burdened their minds. But the real purpose is life-saving. The number of lives saved we shall never know, such facts being part of the closed military record. It is significant that the training is mandatory, and officers try to spare time for extra teaching in the subject. Once in a while a story comes back through non-military sources. One was of a man twenty-one days out in a life raft. He was followed by sharks a number of times, but he remembered the description of the man-eating shark, saw that there were none of that kind about him, and so dismissed fear of them. What bothered him was the whales that played around his raft and threatened to upset him! Another story was of a party of nine that came down off northern Choiseul, on the wrong side, early in the war. They moved along the coast by night, hid by day. One man in the group had had instruction at Bishop Museum and was thereby able to add greatly to their slender store of rations saved from the plane, saying later that they owed their lives to what they had learned from Mr. Emory. One man who had attended a lecture was later marooned for a few days on an islet in the Marshalls. He had a copy of *South Sea Lore* in his pocket, pulled it out and lived by the book. When he returned he called at the Museum and said he was advocating that every man in his command and similar

commands have the benefit of the instruction.

This survival teaching has been the chief war work of Bishop Museum. Other calls have been made upon us, however. The Marine Zoologist, Dr. C. H. Edmondson, has cooperated with the Navy in special problems for their various laboratories. The Entomologist, Mr. E. C. Zimmerman, has been consulted many times by Army, Navy and Public Health personnel as to Pacific islands insects and insect borne diseases. A pamphlet on medical and sanitary information for Micronesia was prepared in cooperation with the Army and has been much used during our campaign in that area. The Botanist, Miss Marie C. Neal, has helped the "survival" staff whenever called upon and has had many callers in khaki or Navy gray who, having cast eager looks at tropical island plants in whatever area they have been, have come in to check their observations or collections. Correspondence has often continued such contacts.

The Library has been a busy place. Bishop Museum publications leave from here, and requests for them have tripled. Innumerable men have come in to read or study. Some are scientists who have been cut off from their chosen work for years and who look with longing at familiar books. Some have seen here their last papers, printed since they left home. Some have a specific purpose in coming, a search for facts they want to know at once, and are thankful that books they need are at hand. Correspondence with men in the Pacific has been heavy. It was exasperating in the first months not to be able to suggest popular books in response to the many calls that came for them. A few have now been issued by various institutions, and a list is compiled ready to send with letters—books and pamphlets on the peoples, the plants, the birds, fish and mammals. A staff member, E. Y. Hosaka, wrote a book, *Sport fishing in Hawaii*, which is useful

anywhere in the Pacific. No one has yet satisfied the great longing for a book on Pacific shells. And I am sure that half the men in the Army and Navy are shell collectors! Many bring in shells for identification to Mr. Wray Harris, Associate in Marine Malacology.

CONCLUSION

The future is close at hand with the end of war and beginning of peace. Studies in the Pacific may be pushed ahead much faster at the war's end. Looking ahead, the National Research Council at Washington, has asked various scientists to make bibliographies on aspects of Pacific science. The Director of Bishop Museum has been asked to collaborate

in compiling a bibliography of source materials in Polynesian ethnology. This has been an interesting study and is almost completed. Some of the most valuable material lies in the earliest reports, those of the first voyagers. It has been gratifying to find that the Library has almost every book needed for this work, thanks to the generosity of the founder of the Museum, who donated his own excellent library, as well as to all other fortunate gifts and wise purchases in the early years when such books could be found.

Opportunities for wartime service at Bishop Museum have been unexpectedly varied and extensive, and the treasury here in books and objects has proved valuable.

SPECIAL LIBRARIES ASSOCIATION DIRECTIONS AND PROBLEMS*

By WALTER HAUSDORFER

S. L. A. Immediate Past-President and Librarian, School of Business, Columbia University
New York, N. Y.

THROUGH years of extending special library service into a wider group of organizations, and of persisting in presenting the idea in different ways, we have evolved a fair concept of what it is. In some cases we are sure that the fundamental idea has been understood by our public, because it has been read back to us in Convention speeches of executives and research men. Has our profession reached a stage in its growth when we must choose either to refine our techniques, our methods within the limited sphere we have previously set for ourselves, or to develop other techniques for a wider field of action. There is good precedent in other professions for increasing degrees of specialization, for discovering new areas of service within nar-

row boundaries, as in medicine, in engineering and in the learned professions of teaching and research. We have, of course, been progressing in both directions, as can readily be seen in looking back. As our activities have intensified in certain fields, such as business, finance, technology, our methods have been vastly improved and our services extended into smaller areas. At the same time we have been entering new fields, such as those represented by recently established groups in the Association. But have we reached the period in our development when we can no longer look to fresh fields, and must devote ourselves to discovering other aspects of the same subjects? It does not seem likely that we have. There are many areas of human activity in which the basic idea of special library service has not entered, just as there are

* Presented at the February 20, 1945 meeting of the Cleveland Chapter, S. L. A.

many regions in this time-contracted world where the idea would be novel. We must therefore give our strength to the first alternative, of developing techniques for a wider sphere of action, rather than to the second, of refining our methods in already familiar territory.

It is not likely at this time that we can individually think up a plan for most effective action. Through the cooperative efforts of our members, however, over a period of experimentation and study, we can convince the wider public that our idea is good. We believe in the power of the Association, for over the thirty-seven years of its existence, it has attained success through the splendid work and high intelligence of its leaders, and has a cumulated vitality expressed in the enthusiasm of its members.

WHAT ARE OUR RESPONSIBILITIES?

In preparation for this new phase of our professional growth we need to relate our activities to the larger picture of present trends, and to recognize our fuller responsibilities. What are some of the conditions, some of the problems, some of the responsibilities? Rather than attempt to set down a catalog of all the factors, it seems better to consider several that affect us vitally. To give some notion of our line of thought, we shall designate the areas we believe are worth exploring. It is only in this way that we can evolve workable plans for action—the purpose of our efforts. We must, of course, to arrive at what is best for the Association, think not as individualists with our own advantages or advancement in mind, but as members of a community within larger communities. Thus we shall all benefit personally through a stronger professional organization.

The first influence with which we must reckon is the increasing role of government in our lives. Although there is little new in the government's performing more and more services for its citizens, the trend toward nationalization of many of our institutions is of recent

origin. The war has necessitated a whole series of emergency measures in the mobilization of men and women, in our economic system, in technical and research facilities, in our educational system and in many other of our social institutions. This concentration of power must be and generally is approved for the immediate end to which it is aimed, namely, the winning of war against anti-democratic forces. Few question the bitter necessity for the bloody struggle. We must even anticipate hard years of peace, when many of our best young men will have to remain in Europe and Asia to police devastated countries, when few restrictions on our lives are likely to be removed. We want also to win the peace. Yet what are these few years if we have established the right to our way of life? Unfortunately for some of us there can be no return to pre-war days. We have placed our bets and the wheel has turned. There is social as well as political revolution. Many of our institutions, economic and cultural, that have been built up through private capital, must turn more and more to government. Some of these, under the crucial tests of political and social conformity, may not endure. Such petty bureaucracy as we have seen, such blitzkrieg thoroughness of pressure groups, are trifling compared with what may be. Doubtless there will be injustices and crimes against liberty, as there have been in previous revolutions.

What of special libraries that have depended to a large degree on private capital and private initiative? As they are part of the enterprise, which will be examined in new light, they will be subjected to the same tests of social cost and public benefit. Libraries created through gifts of foundations or endowments; the museums, the educational institutions, the large reference collections—all these too, will come more and more under public control. As promoters of the idea of special library service we need, therefore, to consider the social implications of our

daily work. What ends does all this collection and dissemination of information serve? What are its costs measured in terms of addition to the public benefit of the product or service? We must think of these matters to see what we as members of a profession and members of an association can do.

The second phase of the trend, whether we welcome it or not, is the coming age of the "common man". If we as a nation, and the world united in freedom, are to carry out the principles we have announced, we must have an economic reorganization. We can already see the public attitude toward monopolies, cartels, trusts, the attitude of labor toward present systems of control by large corporations, the attitude of the farmer toward control of agriculture by financial institutions, and of small business toward control of the market by big companies. These are evidence of the assertion of rights by the "common man". The attempted solution of these problems in our democratic society by the increase of pressure groups, of lobbying, has already created confusion in legislatures, and public antagonism to this method. Whether or not we are members of the political party that has announced the several economic freedoms, we must admit that they are the logical application of democratic principles, and are believed in by a large number of small men.

We, as members of a profession that aims to give the advantage of information to whoever will make conditions possible for rendering the service, must consider how we can aid the small man to have equal advantage in this respect with the large. The task is tremendous. In 1944, for example, there were an estimated 2,854,600 firms in the United States. Of these, 82 per cent, or about 2,340,700, had less than four employees each. Some way must be found to give these firms the benefits of special library service. Where they are near public libraries having business or technical de-

partments, such as in Cleveland, Newark, Indianapolis or Pittsburgh, they have the benefit of good service, but when they are located in small towns, they have few resources for keeping abreast of the times. Other types of enterprise for which provision has been made are agriculture, through regionalized library service of the Department of Agriculture; and manufacturing through the Technical Advisory Service of the Smaller War Plants Corporation. But we as librarians know that there is a vast territory not covered by these services. We, as an Association interested in "putting knowledge to work," must try to find some solution. In our Public Relations program we have presented some suggestions, but whether these shall be workable or satisfactory, we cannot know. It is this sort of problem we must all work out together.

The third aspect of the present situation is that with our country's participation in a world war, we have become Citizens of the World. We can no longer think in terms of geographic distances, but in terms of neighbors. As such, we must share our goods and services, our institutions and ideas, the advantages of our cultural and scientific attainments. The vast flow of informational material that issues from our government, private institutions and presses must reach libraries overseas as it now reaches us. All the results of the work of our learned societies, research organizations, universities and other bodies must be brought to their attention. How can this best be done? Channels must be established in various countries, machinery must be set up for the dissemination of special information, so as to direct the flow of information and materials to the proper individuals or organizations.

CONTACT WITH RESEARCH ORGANIZATIONS NECESSARY

Just as we send abroad our informational resources, we must in turn have an organization for collecting and disseminating those which are produced outside

our country. We need to maintain contact with research organizations, learned societies and educational institutions abroad, so as to benefit by their activities. We should have their advice and assistance in the location of materials and information, just as we help them in obtaining materials and information here. Constructing channels for this two-way flow is the work of the Special Libraries Association, for the job cannot be done wholly by individuals, government or other organizations. Our efforts will not preclude, but rather supplement contacts made on the initiative of member libraries. Perhaps we can build a larger structure for cooperation with foreign agencies that will help the individual library make whatever private arrangement it wishes. Although much of the world is in turmoil, and countries not accessible except through government agencies, we can at least make plans and put such parts into operation as conditions permit. So far we have the assurance of aid of the Office of War Information in making contacts with organizations and libraries in liberated areas. Through our Postwar Planning and International Relations Committees some workable arrangement can be devised. This is part of our responsibility as citizens of the world.

CAN S. L. A. SOLVE THESE PROBLEMS?

In setting forth this program and these problems, we have at the same time to examine our own Association to see whether we have an organization adequate to realize or resolve them. We must agree, in looking over the impressive facts of S. L. A. that we have strength and vitality. Because our Association is quickened by an idea which is daily expressed in our work, it is unified for action. We cannot only meet the challenge, but find in it inspiration for greater effort. Not one of us can sit back and let his fellow member carry the extra burden of work. Whether or not you are formally an officer of the Association or

a member of a Committee, you have your part in the projected plans. We cannot make blue prints and write specifications of what you are to do, because you must discover your job through the same ingenuity you use so effectively in your libraries. We state the problems and indicate the objectives. The rest is up to you. You create your own job. This is as it should be in an organization as democratic as S. L. A. But work you must, if it is to remain democratic.

It is up to you, therefore, to study the work of the various Groups and Committees, to see where your contribution will be most effective. Relative to Committees, I should like to draw your attention especially to how their work ties in, one with the other. In the field of personnel, for example, the Training and Professional Activities Committee has a twofold program: of creating a flow of high-grade individuals into the profession, and of considering the problem of standards and terminology. The latter is a particularly troublesome and critical question, because we have reached the stage where we need not only to differentiate between types of service based on subject knowledge and professional competence, but also to name them. You and I know how unsatisfactory the general term "librarian" is. No amount of adjectival contortion will change the common connotation. Some alternatives have been used: information specialist, information department manager, director, chief, head, bibliographer and research consultant. To the Groups has been given the task of setting up, first, standards for libraries of types represented therein, and of studying and recommending terminology. Along with the work of this Committee, that of the Manpower Survey will help to determine more exactly our personnel resources, to supply basic data for naming positions, and to assign to them appropriate rates of compensation. In this period when many library schools are re-examining their curricula, our

recommendations should be of great assistance. If we draw into the profession recruits from colleges and universities, we should have a clear picture of what training and background are required for special librarians, and what sort of positions exist in different types of libraries. The program and work of these two Committees are closely related. Similarly, the Student Loan Fund can help in encouraging professional education through financial assistance.

Another service the Association renders its members is the promotion of new special libraries. Through our Public Relations and Postwar Planning Committees, a definite and long-term campaign is planned. As part of the Committee's work is the consideration of an advisory service for the organization of special libraries. Whether this is to be given through Groups, for particular types of libraries, or through the Executive Office, with a retainer of volunteer or paid assistants, is to be considered by the Committee and the Board.

Further long-range plans of the Postwar Committee are aimed to examine what the functions and services of Headquarters may be, and what direction future services to members may take. At present the work of the Secretary, Mrs. Stebbins, and her staff has been increasing with the rapid growth of the Association and with the more effective rendering of regular services to members. As the membership increases and the larger programs of the Association take shape, more duties and services will devolve on the Executive Office. Development and clarification are greatly needed.

Related to this and to the professional

equipment of the Association is the work of the Methods Committee, in developing a statement of basic principles for technical improvement and standards, and a better system than we now have for interchange of information on new developments. It may be that the Executive Office, again, would be the best place for centralizing and disseminating such information. Also as part of our professional equipment, publications are being planned over a longer period by the Publications Governing Committee. The series of manuals for the operation of different types of libraries is under way, and when completed, should be excellent aids for our members and publicity for our Association in showing more concretely than is now possible in any one publication, the organization and services of special libraries.

In these directions, therefore, your Association is extending its forces. We cannot afford to mark time, just because there will be no deadline to meet. We must rather direct our greater strength toward realization of our purposes, the promotion of special library service through the encouragement of the collection, organization and dissemination of information, the improvement of service by developing the usefulness and efficiency of special libraries and research organizations, and the improvement of standards and status of personnel by working for the welfare of all our members. Let us each accept our individual responsibility so that we may fulfill our obligations completely in this critical period, and cumulate power to widen our sphere of action as new opportunities are offered us in the postwar world.

Neither the newspaper, nor the radio, nor any new marvel which science may give us tomorrow, will take the place of the book as a creator of mind and character.

JOHN G. WINANT

EVENTS and PUBLICATIONS

PLANT GEOGRAPHY AND CULTURE HISTORY IN THE AMERICAN SOUTHWEST (New York Viking Fund, Inc., 1945. 140p. Price?), by George F. Carter, was written in partial fulfillment of requirements for a Ph.D. degree and is intended to assist the anthropologist in determining the time, place and manner of cultural growth and spread in America.

THE CARRIER TRAFFIC MANAGER, A TRANSPORTATION SPECIALIST, (Pasadena, Cal., Western Personnel Service, 1944. 28p. 25¢) is a very informative brief explaining the occupational opportunity for a career in traffic management.

HEALTH CARE OF AMERICANS, Public Affairs Pamphlets No. 104 (New York, Public Affairs Committee, 1945. 32p. 10¢), by C.-E. A. Winslow, discusses the current question of socialized medicine.

TOUCH TYPING IN 10 LESSONS (New York, Franklin Watts, Inc., 1945. 84p. \$1), by Ruth Ben' Ary, certainly should be a boon to anyone wishing to master the typewriter without benefit of formal instruction.

SCIENCE YEAR BOOK OF 1945 (New York, Doubleday, 1945. 224p. \$2.50), edited by J. D. Ratcliff, is made up of stories which have appeared in popular magazines. Various scientists discuss recent discoveries and developments in medicine, physics, chemistry, aviation and other sciences.

STATE ADVERTISING LEGISLATION (1945. 302p. \$2.50) has been published for the U. S. Dept. of Commerce by *Printer's Ink*. It is a digest for executives of some 2,000 laws relating to advertising in the 48 states and the District of Columbia.

CAREERS IN BUSINESS FOR WOMEN (New York, Dutton, 1945. 224p. \$2.75), by D. Smedley and L. Robinson, tells the potential business woman of the opportunities she may expect and draws heavily upon real life stories of successful women in numerous occupations.

FUNDAMENTALS OF PHYSICS AND THEIR APPLICATIONS IN MODERN LIFE (Philadelphia, Blakiston, 1945. 486p. Price?), by B. C. Dees, is intended for those who are not familiar with the subject and for those who know modern inventions but have not studied the fundamental principles and methods involved.

POSTWAR EMPLOYMENT AND THE REMOVAL OF WARTIME CONTROLS (New York, Committee for Economic Development, 1945. 31p. Gratis) is a statement prepared by the Research Committee of the C. E. D. making recommendations for a national policy.

SHOULD I START MY OWN BUSINESS?, Bureau of Economic and Business Research, Special Bulletins No. 5 (Urbana, University of Illinois, 1945. 44p. Gratis), by P. D. Converse, will aid those contemplating an independent business to reach a wise decision.

AUTOMOBILE FACTS AND FIGURES (Detroit, Automobile Manufacturers Association, 1945), a 64-page free pamphlet, contains statistical data concerning the automobile industry's present activities and its contribution to the war effort.

GERMAN-ENGLISH DICTIONARY OF METALLURGY (New York, McGraw, 1945. 298p. \$4), by T. E. R. Singer, is a dictionary of technical terms which will be valuable in making exact translations of German scientific literature.

The *Battelle News* for April 1945 gives a 4-page description of the facilities and operation of the Library of the Battelle Memorial Institute, Columbus, Ohio. This is primarily a library of industrial science and technology acting as an information bureau for the Institute.

Rare book enthusiasts will be interested in noting Estelle Brodman's discussion of "Two Different Plates in Withering's *Account of the Foxglove*," which appears in the April 1945 issue of *Bulletin of the History of Medicine*. Miss Brodman has compared the frontispiece in copies of this work owned by ten different libraries.

A 2-page description of Abbot Laboratories Library, North Chicago, Illinois, written by its Librarian, Edith Joannes, appears on page 224 of the April 1945 issue of *Illinois Libraries*.

The Research Company of America, 341 Madison Avenue, New York, N. Y., has released the fourth annual edition of a BASIC MARKETING CHART OF THE UNITED STATES (1945. \$2.50). For each state and geographic division, this single chart contains data, in 39 individual columns, on vitally important phases of advertising and marketing.

ASLIB (Association of Special Libraries and Information Bureaux), 52 Bloomsbury Street, London, W. C. 1, England, announces the publication of a *MANUAL OF SPECIAL LIBRARY TECHNIQUE*, by J. E. Wright. The manual is essentially practical, describing in brief detail the various aspects of technique which are common to all special libraries. Price 6s. 6d. to members, 8s. 6d. to non-members.

* * *

In June 1945 the first quarterly issue of ASLIB's *Journal of Documentation* was published. The organization of library and information services, bibliography and cataloging, abstracting and indexing, classification and filing, photographic and mechanical methods of reproduction—all these types of documentation will receive attention in the journal.

* * *

In the Technical Books Issue of *Library Journal*, May 15, 1945, there is a 6-page list of "Technical Books of 1944 and Early 1945," selected and annotated by R. R. Hawkins, Chief, Science and Technology Division, The New York Public Library. In the same issue, Irene M. Strieby has contributed an article entitled, "The Meaning of Technical Library Training," which is a very well-presented discussion of the personnel situation for technical libraries.

* * *

An excellent article telling the history and describing the fact-finding activities of the U. S. Bureau of Labor Statistics appears in the May issue of the *Monthly Labor Review* on pages 927-953 (30¢ per issue).

* * *

The Idaho State Library Association began publication of an official organ with an April number of *The Idaho Librarian*. It is to be published quarterly. The Secretary-Treasurer of the Association is Margaret Ruth Edwards, Pocatello, Idaho. (Price?)

* * *

An expression of British fact and opinion may be found in *Planning*, a magazine issued by PEP (Political and Economic Planning), an independent research organization. Each issue is a study of one subject, such as "Reconstruction Plans," "International Air Transport" and the like. The minimum annual subscription is £1 and should be placed through the *New Republic* which is the New York agent.

* * *

Analysis is a new monthly published by Analysis Associates, Inc., a non-profit corporation of New Jersey at 150 Nassau Street, New York 7. It is edited by Frank Chodorov, who describes his paper as an "analysis of the socioeconomic world" and "the voice of individualism." Subscription \$1 a year.

Allen G. Ring, Research Librarian, Mallinckrodt Chemical Works, St. Louis, Missouri, has written an article entitled, "Value of Modern Languages for Careers in Science," which appears in the May 1945 issue of *School Science and Mathematics*. This paper was published as part of the SLA Science-Technology public relations program.

* * *

The *PATENT DIGEST SERVICE* (New York, Interscience Publishers, 1945. 1800p. \$45), edited by H. Mark and E. S. Proskauer, is a monthly service in which the policy of the editors is to cover all the American patent literature, and, selectively, the foreign literature, on the manufacture of resins, rubbers and plastics, as well as to cover fairly completely the industrial applications of these materials. The publishers will gladly supply sample issues upon request.

* * *

POSTWAR WAGE STABILIZATION (New York, H. W. Wilson Co., 1945. 227p. \$1.25), a Reference Shelf book, is an impartial compilation of the authoritative though divergent opinions of prominent men and publications concerning a current national problem.

* * *

In *HOW TO DEVELOP PROFITABLE IDEAS* (New York, Prentice Hall, 1945. 202p. \$3) Otto F. Reiss discusses the techniques of thinking up, promoting and marketing ideas in merchandising.

* * *

The Bureau of Valuation of the Interstate Commerce Commission has prepared an *INDEX* covering valuation reports of the Commission on railroads and pipelines, showing the name of the company, valuation docket number, volume where reported and page number. Upon request to the Bureau of Valuation, copies are available to all libraries that have the I. C. C. volumes.

* * *

PAPER TRADE TERMS; A GLOSSARY FOR THE ALLIED TRADES (Boston, Callaway Associates, 1944. \$1.50), compiled by William B. Wheelwright, is a handy little glossary of terms used in the buying and selling of paper, meant expressly for printers, publishers and other consumers of printing papers.

* * *

This Month started publication in March by the Association for the Promotion of International Understanding. Publication offices, 6306 Park Avenue, Montreal, Quebec. Editorial and circulation offices, 247 Park Avenue, New York City. Subscription \$3 a year; 25 cents a single copy. It is a small size magazine edited by Ada Siegel.

Activities of Chapters Groups and Committees

Chapters

Montreal

Two very fine articles appear in the Montreal *Bulletin* for May 1945 on subjects of interest to all librarians. One is on "Job Evaluation and Classification," by Josephine Sheffield, Librarian, Northern Electric Company, and the other, a discussion on "Employment and Salaries," by Lawrence Short, Librarian, Engineering Institute of Canada. Both these papers were given at a Chapter meeting held on March 15, 1945.

New Jersey

The June meeting of the New Jersey Chapter was devoted to "Methods" and samples of library advertising used by various members were on display. The unique contribution to this meeting was the review made of each exhibit and distributed to all members by the Program Chairman and Vice-President, Miss Mildred Baker. This "Study in Library Advertising" gave a brief description of each item on display with the name of the company and librarian using it.

New York

From time to time the New York Chapter has received requests for copies of the *New York Chapter News* from members of other chapters. Copies are sent regularly to the president of each chapter, and when possible, these requests from individual members have been filled.

At a meeting of the Executive Board of the New York Chapter, held on June 20, 1945, it was decided that the *New York Chapter News* will, in the future, be available on a subscription basis to other than members of the New York Chapter. The subscription rate will be one dollar a year, or twenty-five cents for a single copy. Requests for subscriptions should be addressed to the Editor of the *New York Chapter News*, Edith C. Stone, Simmons-Boardman Publishing Corporation, 30 Church Street, New York 7, N. Y.

Philadelphia Council

The Philadelphia Council is doing excellent public relations work through its Committee on Community Cooperation. A report on the activities of this Committee appears in the May-June 1945 issue of the Council's *Bulletin*.

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***ATOMIC SPECTRA AND ATOMIC STRUCTURE** by Gerhard Herzberg. Second Revised Edition. Text in English. $5\frac{1}{4} \times 8\frac{1}{4}$. xiv+257 pages, 80 illustrations, 21 tables. Originally published at \$5.70. **\$2.75**

INTRODUCTION TO THE MATHEMATICAL THEORY OF THE CONDUCTION OF HEAT IN SOLIDS by H. S. Carslaw. Second Revised Edition. Text in English. $5\frac{1}{2} \times 8\frac{1}{2}$. xii+268 pages, 23 illustrations. Originally published at \$9.00. **\$3.50**

MENGLENHRE by F. Hausdorff. Third Revised Edition. Text in German. $5\frac{1}{2} \times 8\frac{1}{2}$. 307 pages, 12 illustrations. Originally published at \$10.00. **\$3.50**

***ORDINARY DIFFERENTIAL EQUATIONS** by E. L. Ince. Text in English. $5\frac{1}{2} \times 9$. viii+558 pages, 18 illustrations. Originally published at \$12.00. **\$3.75**

***PARTIAL DIFFERENTIAL EQUATIONS OF MATHEMATICAL PHYSICS** by H. Bateman. First American Edition with corrections. Text in English. 6x9. xxii+522 pages, 29 illustrations. Originally published at \$10.00. **\$3.95**

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TREATISE ON THERMODYNAMICS by Max Planck. Translated with the author's sanction by Alexander Ogg. Third Revised Edition (translated from the Seventh German Edition). Text in English. $5\frac{1}{4} \times 8\frac{1}{4}$. xii+297 pages, 5 illustrations. Originally published at \$4.80. **\$2.75**

LANGENSCHIEDT'S GERMAN-ENGLISH, ENGLISH-GERMAN DICTIONARY. Ed. by E. Klatt. 10th ed. $4\frac{1}{2} \times 6\frac{1}{2}$. 1088 pages. **\$2.75**

NEW RUSSIAN-ENGLISH, ENGLISH-RUSSIAN DICTIONARY. Ed. by M. A. O'Brien. $4\frac{1}{2} \times 6\frac{1}{2}$. 720 pages. **\$1.98**

A HANDBOOK OF MODERN RUSSIAN CONVERSION by N. C. Stepanoff. $4\frac{1}{2} \times 6\frac{1}{2}$. 214 pages. Eng. & Russian equivalents, pronunciation. **\$1.75**

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Western New York

On the afternoon of June 16, 1945, at the Rochester Public Library, the Western New York Chapter was formally organized, with Mr. Robert W. Christ as President. Eleanor Cavanaugh, who was the national Association's representative at the meeting, spoke on the organization and operation of S. L. A. and the part the Chapters play in the Association.

At this meeting a petition was presented from the Niagara Falls Library Association asking to merge with the Chapter. This was acted upon favorably. The merger included not only members from that Association, but also the transference of \$150 to the Chapter's treasury.

At dinner, which was attended by 55 members, a representative from the Eastman Kodak Company gave a very interesting talk illustrated by slides on Visual Education.

This new Chapter has started its career with 51 members, some old timers to point out directions and young enthusiasts to supply energy.

Groups

Financial

As usual the May 1945 *Bulletin* of the Financial Group followed the same informative make-up as its predecessors. In it will be found "Congressional Hearings on Appropriation Bills for 1946," by Ruth Miller, Central Hanover Bank and Trust Company, New York; a "List of Bank Letters," by Eleanor Esser, Board of Governors of the Federal Reserve Bank, Washington, D. C.; and "Reference Tools for a Bank Library," by Mary P. McLean, American Bankers Association, New York.

Biological Sciences

The Education Committee of the Biological Sciences Group of the Illinois Chapter has issued a "Short List of Books on Library Techniques." Extra copies are available, and may be obtained through National Headquarters Office. This Group is also working on the compilation of a subject heading list for small medical libraries.

Committees

Microfilming and Documentation

The Committee on Microfilming and Documentation is planning to publish a revised edition of the *Directory of Microfilm Sources* (originally compiled by Ross C. Cibella) at an early date. For this purpose, a questionnaire was mailed out in May. If any library is equipped to make microfilm copies of material in its collections and has not received this questionnaire, will the librarian request a copy

Please Mention Special Libraries When Answering Advertisements

from Mr. Jurgen G. Raymond, Chairman, SLA Committee on Microfilming and Documentation, New York Academy of Medicine Library, 2 East 103rd Street, New York 29, N. Y.

Announcements

Council of National Library Associations

The annual meeting of the Council was held on June 19, 1945, at the Association of the Bar, New York City. Nine member associations were represented, including Walter Hausdorfer and Eleanor S. Cavanaugh, S. L. A. representatives. The Chairman reported the activities of the Joint Committee on a Book Campaign for Devastated and Other Libraries in War Areas leading up to the creation of the American Book Center. It was voted that the Council recommend to its member associations that they participate in a program of encouragement of historical and philosophical studies in librarianship. In order that all may keep informed of activities of mutual interest, it was also voted that the Council request each of the member associations to furnish a copy of its official news publication to the president of each of the other associations. The following officers were elected for the year beginning July 1, 1945: *Chairman*, Edward N. Waters, Music Library Association; *Vice-Chairman*, Dennis A. Dooley, Massachusetts State Library; *Secretary-Treasurer*, Walter Hausdorfer, Special Libraries Association.

The American Book Center

The American Book Center for War Devastated Libraries, Inc., was incorporated in the State of New York by members of the Executive Committee of the Joint Committee on Libraries in War Devastated Areas. On June 19, 1945, the following officers and directors were elected: *President*, Sidney Hill, Librarian and General Manager, Association of the Bar of the City of New York; *Vice-President*, Frederic G. Melcher, R. R. Bowker & Company; *Treasurer*, Eleanor S. Cavanaugh, Standard & Poor's Corporation; *Secretary*, Wyllis Wright, Director, The Army Medical Library. The Board of Directors includes Milton E. Lord, Director of the Boston Public Library, *Chairman*; Luther H. Evans, Librarian of Congress; H. M. Lydenberg, formerly Director of the New York Public Library; Keyes D. Metcalf, Director of the Harvard University Library; Brother A. Thomas, Catholic Library Association; and Edward N. Waters, President of the Council of National

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A LIST of SUBJECT HEADINGS for CHEMISTRY LIBRARIES

Compiled by
**A Committee of the
Science-Technology Group**

Grace R. Cameron, Chairman
Chemistry Library
Louisiana State University

This list of subject headings was compiled for use in assigning subject headings to the entries in a catalog of books, pamphlets and other literature in a chemical library. General or main headings are used which can be expanded as needed. Subdivisions which may be used under general headings are also given. Examples of expansions for specialized fields such as dyes, paper and rubber are included. Important for all college, university, public, and special libraries containing any chemical material.

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Library Associations. Kenneth Shaffer is the *Executive Director* with offices temporarily in the Library of Congress. It is hoped that a campaign will start on or before October 1, when a central storage space will have been acquired. The Committee is asking S. L. A. members to hold material suitable for devastated libraries until the campaign begins.

Workshop on Schools of Nursing Libraries

From June 25th to July 7th the Simmons College School of Library Science held a Workshop on Schools of Nursing Libraries. This Workshop was suggested by the Massachusetts League of Nursing Education and was under the joint sponsorship of the Simmons College School of Nursing and School of Library Science. The United States Public Health Service provided the funds. Its purpose was to improve library service in Schools of Nursing Libraries by giving graduate nurses, charged with the responsibility of the library, elementary instruction in library methods; and further, to provide the inspiration for raising the professional level of these libraries by employing special librarians, when funds can be provided.

An Anglo-American Library Association Established in Cairo

In a letter to Eleanor Cavanaugh from Cairo, Egypt, dated May 18, 1945, Mrs. Marian Magg gives an interesting account of the formation of an Anglo-American Library Association. The organization of the Association was the direct result of a gathering of representatives from the American University, the USAFIME, now AMET (African Middle East Theater) Library, Middle East Supply Center's General Library and the American Legation, who met to discuss methods by which the various libraries in Cairo could cooperate to their mutual benefit. At this meeting descriptions of the nature and scope of each library were given and union catalogs of periodicals and of basic reference books were proposed by Mrs. Magg.

Representatives from the British Ministry of Information, Empire Services Club, Political Intelligence Center of British General Headquarters, OSS and OWI, as well as the first group, attended a later meeting when an Executive Committee of three was appointed, including a representative from the American Legation, American University and Empire Services Club. At this time it was decided to limit the membership to American and British libraries, but to invite representatives from all those which were of a fairly permanent character to attend meetings.

The main objectives of the Association include: (1) Exchange of information, (2) Ex-

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change of books, pamphlets and periodicals, (3) Exchange of ideas about library methods and procedures, (4) Acquisition and distribution of professional library literature, (5) Acquaintance with resources of other libraries.

Mrs. Magg was Librarian of the China American Council of Commerce and Industry, Inc. before she left this country to be with her husband who is stationed in Cairo. She also was a former President of the Connecticut Chapter. Her interesting letters to Miss Cavanaugh and Mrs. Stebbins tell of her experiences abroad and of the work she has done for the FEA and the State Department, as well as making a survey of the resources of the Egyptian government.

Assistantships at the University of Illinois Library School

Several assistantships are available at the University of Illinois Library School. They are awarded for one year and may be renewed once. Appointments require twenty hours of work in the University Library at duties assigned by the Librarian and carry a stipend of \$900 for twelve months with one month of vacation. Exemption from tuition is granted all graduate assistants. Requirements for the M. S. degree can be completed by assistants in two academic years or one year and two summer sessions.

Requirements for appointment include an A. B. degree from an accredited college and a degree or certificate in library science from an accredited library school. Applications should be addressed to Mr. R. B. Downs, Director, University of Illinois Library School, Urbana, Illinois.

New Jersey College to Award Scholarship for Library Service Degree

A scholarship covering a two year period is being offered by New Jersey College for Women which will permit the recipient to complete a full professional curriculum in library service while holding a half-time position in the college library. To qualify, a candidate should have at least a bachelor's degree, should have stood well in her college courses, should have a real interest in and concept of the value of libraries, and preferably some library experience.

At the completion of this work-study program, the student should be able to assume the responsibilities of advanced positions. The money value of the scholarship covers tuition, room and board at New Jersey College for Women. If possible, applications should be received by September 1st for the ensuing year. Further information may be obtained from the Director of the Personnel Bureau, New Jersey College for Women, New Brunswick, N. J.

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Drexel Institute, realizing that there is a constant demand from business and industrial firms for trained special librarians, is endeavoring to include in its Library School curriculum elective courses in Special Library Service. A petition for funds to establish this course has been sent to all Library School Alumni. Any other person interested in helping this project may secure additional information by writing Mr. Thomas D. Brown, President, Drexel Library School Association, Sullivan Memorial Library, Temple University, Philadelphia 2, Pennsylvania.

Alumni Association of the School of Library Science of the University of Southern California Holds One-Day Institute

Stimulating and thought provoking was the program presented at a recent one-day Institute sponsored by the Alumni Association of the School of Library Science of the University of Southern California. More than a hundred alumni and guests were present to hear Dr. Will Durant speak in the morning on "The Lessons of History."

In the afternoon a panel discussion of the topic, "Ways in Which Librarians Can Help to Shape Public Opinion" was presented with Miss Helen Haines as moderator. The discussion was limited to two phases, cooperation and race tolerance. Mr. John Burton, well-known traveller, lecturer and radio commentator, discussed international cooperation, entering a strong plea for a "central humanity" and pointing out that librarians needed to be sympathetic and understanding, and that books were of secondary consideration, valueless without being interpreted and made accessible by the librarian.

The part of the library in achieving the aims set forth by the various speakers was discussed by Miss Althea Warren, Librarian of the Los Angeles Public Library and former president of the American Library Association, and Dr. Lawrence Clark Powell, Librarian of the University of California at Los Angeles.

Don't Help Scrap Drive with American Chemical Society Journals

Alden H. Emery, Assistant Secretary, American Chemical Society, suggests five methods for disposal of old ACS journals which are no longer needed or for which there is no storage space. ACS journals can be kept in service in the following ways: (1) Sale or gift to the American Chemical Society; (2) Sale to second-hand book dealers; (3) Sale or gift to newly established libraries; (4) Donation to small schools; (5) Donation for postwar delivery to war-devastated libraries.

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An announcement has come from the Secretary of Welfare for the Commonwealth of Pennsylvania that the name of the Western State Psychiatric Hospital, Pittsburgh, Pennsylvania, has been changed by action of Legislature to Western State Psychiatric Institute and Clinic. This change, long under consideration, was brought about to emphasize the important functions of training, teaching and research; and the operation of the Mental Health Clinic. In cooperation with the University of Pittsburgh, instruction is given to students in medicine, nursing, psychology, social service and dentistry.

The Library of the Institute under the direction of Miss Mary Moss, B. Sc., M. A., has a total of 3,000 professional books and journals and 650 books for patients. Attention is paid to bibliotherapy. Psychiatric motion picture films are also collected. At regular intervals, the *Library News*, a list of books added to the Library, is sent to other state hospitals, the Library acting as a central office for other institutions. Further information about the activities of the Institute may be obtained by addressing Dr. Grosvenor B. Pearson, Director.

"Dead Rabbits or Mice in Mail No Shock to This Lady"

This caption in the *Boston Traveler* for March 15, 1945 heads an interesting account of the work being done by Mrs. Mary H. Smith, Librarian of the Massachusetts Department of Public Health in Boston. Among the various duties assigned to the library is that of opening unclassified mail and seeing that the contents are distributed to the right Department. Since many persons, when sending specimens to be analyzed or identified, fail to designate "Laboratory" on the package. Mrs. Smith often finds upon opening what may look from its appearance to be a receptacle for books, dead rabbits packed in English biscuit tins, a dog's head, a squirrel, a mouse or two or even an insect!

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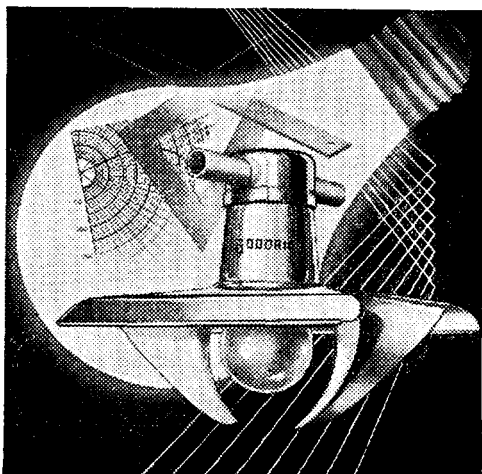
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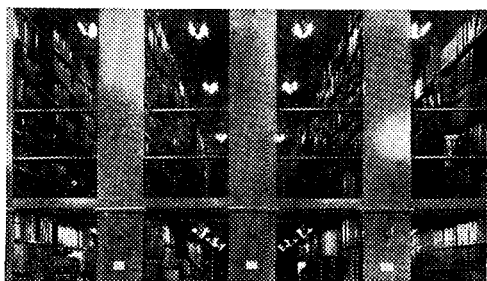


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